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ABSTRACT

Phoenix Elementary School District #1 began implementing its Competency Based Guidance Program (CBGP) during the 1991-92 school year after being awarded a U.S. Department of Education Drug Free Schools and Communities Programs Grant. The purpose of CBGP was to provide middle-school students with a developmental and proactive guidance program. Competencies emphasized positive coping skills in the educational, career, and personal/social domains and represented knowledge, attitudes, and skills that could be transferred from guided learning situations to productive real life situations. A needs assessment was conducted with teachers, parents, and students and provided the foundation for the CBGP curriculum. Twelve objectives and outcomes were reviewed, including: "A survey will be conducted to evaluate parental attitude of the CBGP"; "A pre-post measurement of self-concept will be administered to students in the 7th and 8th grades in September and the end of the school year"; and "The attainment of specified student outcomes, as a result of delivering the preventative guidance curriculum, will be evaluated." Results are reported for each objective. Sixteen appendices account for approximately three-quarters of the document and include evaluation materials, calendars, program flyers, forms, charts, and correspondence. (JBJ)

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ED 389 967

PHOENIX ELEMENTARY SCHOOL DISTRICT # 1

COMPETENCY BASED GUIDANCE PROGRAM

PROGRAM EVALUATION

U.S. Department of Education Grant
Drug Free Schools and Communities Programs
CFDA #84 233A

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Program Evaluation by *EdConServ* ~ Del Bohlmeyer, Ed.S., Consultant
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CG026134

PHOENIX ELEMENTARY SCHOOL DISTRICT #1
COMPETENCY BASED GUIDANCE PROGRAM
PROGRAM EVALUATION
1991-1993
U.S. Department of Education Grant
Drug Free Schools and Communities Programs - CFDA #84 233A

Phoenix Elementary School District #1 began implementing its Competency Based Guidance Program During the 1991-92 school year, and continued with full implementation of the program during the 1992-1993 school year.

The purpose of the Phoenix Elementary School District's Competency Based Guidance Program (hereafter referred to as CBGP) was to provide middle-school students with a developmental and proactive guidance program. The competencies emphasized positive coping skills in the Educational, Career, and Personal/Social Domains. The competencies represented knowledge, attitudes, and skills that could be transferred from guided learning situations to productive, real life situations. Further, this program provided the framework for the District to build its own unique guidance project that was responsive to local student needs and allowed for the delivery of direct counseling services within that framework.

The development and implementation of this program was carried out by the counseling staff: Natalie Zeitlin (chairperson), Linda Choplin, Dan Garcia, Jose Mendivil, Jacqueline Mohr, Kim Watson and Tom Weaver.

The following mission statement was adopted to guide this program:

"The mission of the Phoenix Elementary School District #1 guidance program is to ensure that all students acquire educational, career, personal and social skills necessary to relate to self and others for constructive participation in society" (see Appendix A).

In addition, criteria were developed which stated the philosophy of this program, as follows:

"Counselors in the Phoenix Elementary School District #1 believe that all students will benefit from:
--a guidance and counseling program that is based on the recognition of the dignity and worth of all students and their right to educational services.
--a developmental guidance program that focuses on all students rather than just those who seek out counseling assistance.
--services that consider special needs as well as differences of special students.
--guidance program activities that shall be consistent with developmental curriculum that reflects desired student knowledge, attitudes and skills.
--access to full time, state certified school counselors.
--counselors that shall abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.

--training and retraining necessary for the purposes of supporting and enriching specialized areas of skill development and to contribute to professional growth of counselors.
--a school guidance program based on a team approach involving school personnel, parent/guardian, and community members.
--guidance program activities that shall attempt to utilize the many combined resources of the community.
--a school guidance program where the student, school personnel, and parent/guardian shall be involved in a cooperative effort to monitor ongoing progress of the student" (see Appendix A).

During the first year of the program a comprehensive curriculum was developed for seventh through eighth grades (see Appendix B). This curriculum was integrated with and has replaced the substance abuse prevention curriculum and was designed to utilize all existing programs and curricula already established within the district.

A Needs Assessment instrument of 84 items (see Appendix B) was devised based on items gleaned from exemplary guidance program models throughout the United States. A student version (English and Spanish), a teacher version, and a parent version (English and Spanish) were administered to all Phoenix Elementary School District #1 6th and 7th grade students, to PESD #1 6th and 7th grade teachers, and to as many parents of 6th and 7th grade PESD #1 students as the counselors could access.

The Needs Assessment results were weighted with most emphasis for item importance ranked in the following order:

1. Teacher results
2. Parent results
3. Student results

Thirty-plus items were identified from the needs assessment. These thirty-plus items formed the basis for the CBGP curriculum for the 1992-1993 school year. These thirty-plus activities appeared as "class activities" on the CBGP Master Calendar.

This curriculum included Educational, Career and Personal/Social goals, and related competencies defined in terms of the knowledge, attitudes and skills students would exhibit.

The following goals were defined:

Educational Goals: *"Students will identify the need for life-long learning and acquire skills in decision-making so that they may constructively deal with and contribute to society".*

Career Goals: *"Students will explore and identify academic and vocational skills necessary for a productive and satisfying life".*

Personal/Social Goals: *"Students will become skilled in effective interpersonal communication and become more aware of self and others".*

Special parent orientation meetings were held during the month of May, 1992, to acquaint parents with the CBGP (see Appendix C). In addition, programs were provided to help inform and educate parents. On March 24, 1993 the counseling department co-sponsored Gang Awareness for PTO night. The Urban League presented three workshops to the parents on dropout prevention during March and April, 1993. It should be noted that the dropout rate of 14% experienced in the 1991-1992 school year was reduced to 4% during the 1992-1993 school year.

Following is a review of the objectives and outcomes of the Competency Based Guidance Program as outlined in the proposal:

1. A survey will be conducted to evaluate parental attitude of the Competency-Based Guidance Program.

RESULTS: This Parent Evaluation (see Appendix D) document was sent home (in both Spanish and English) with the students in May, 1993, to determine parental perception of the CBGP. Three percent of the surveys were returned. The complete results may be found in Appendix D. Following are the major findings from that survey:

96% believe their child understands the importance of doing well in school
79% indicated the counselor had not shared information with them about their child
75% believe their child knows what career she or he wishes to pursue
72% have not consulted the school counselor

COMMENTS: The small number of forms returned provided a poor sample of the total parent group. Greater parent involvement is needed.

2. A survey will be conducted to evaluate student response to the Competency-Based Guidance Program.

RESULTS: The Student Evaluation document of the Phoenix Preparatory Academy CBGP was administered to 960 students (in both Spanish and English) in September, 1992 and to 527 students again in May, 1993, to determine student perceptions of the CBGP. A random sample, as defined by Ferguson[1], was used to compile this information. The complete results may be found in Appendix E.

[1]Ferguson, George A. (1976) Statistical Analysis in Psychology and Education (Fourth Edition). New York: McGraw-Hill, Inc.

Following is a listing of those items which were perceived to be most changed and least changed:

Most Changed

Pre-test	Post-test		Question
9%	64%	+55	11. Has the counselor shared information about jobs and careers with you?
33%	72%	+39	7. Does the counselor come to your classroom and present information with your teacher?
53%	91%	+38	1. Do you know who your counselor is?
12%	48%	+36	13. Has the counselor helped you with any problem?

Least changed

Pre-test	Post-test		Question
56%	60%	+4	2. When you began in this school, did you feel welcomed?
6%	10%	+4	10. Has the counselor shared information about jobs and careers with you?

COMMENTS: Exceptional improvement was noted in nearly every category of this student survey. It is obvious that most students were not aware in item #10 (Has the counselor shared information about jobs and careers with you?) that the Career Days presentations were arranged for by the counseling staff. In general, the students revealed, in the post-test, a more positive feeling about the counselors.

3. A survey will be conducted to evaluate teacher response to the Competency Based Guidance Program.

RESULTS: The Teacher Evaluation Form (see Appendix F) was given out to the teachers in September, 1992 (14 were returned), and again in May, 1993 (20 were returned), to determine teacher perceptions of the CBGP.

Following is a listing of those items most changed and least changed:

Most Changed

Pre-test	Post-test		Question
43%	100%	+57%	5. Does the counselor ask students for input into the counseling program?
38%	85%	+47%	10. Has the counselor presented guidance activities in class with you this year?
58%	95%	+37%	3. Is the counselor available to all students?

Least Changed

Pre-test	Post-test		Question
85%	90%	+5%	6. Has the counselor been available to consult with when necessary?
62%	55%	-7%	2. Does group counseling help students?
82%	89%	+7%	8. Does the counselor communicate effectively with students.

COMMENTS: The greater number of teachers returning the post-test surveys seemed indicative of greater interest in the counseling program. The "most changed" responses seemed to confirm this. The tremendous increase in positive responses to post-test questions # 5, 10 and 3 indicated an improved perception of counselors by teachers. There seems to be no definitive reason for the decrease in the number of teachers in #2 (Does group counseling help students?) who believe group counseling helps students. Further investigation into this area is recommended.

4. A pre-post measurement of self-concept will be administered to students in 7th and 8th grades in September and the end of the school year.

RESULTS: The Rosenberg Self-Esteem Scale (see Appendix G) was administered at the beginning and again at the end of the school year. A random sample based on the Ferguson[1] method was used in compiling this information. Following is a listing of those items which showed the greatest amount of change:

Pre-test	Post-test		Question
40%	51%	Strongly Agree	1. I am worth as much as others are.
18%	29%	Disagree	10. At times I think I am no good at all.

An even clearer picture can be gotten by combining scores for the Disagree and Strongly Disagree categories, and the Agree and Strongly Agree categories. Following are those items which showed the greatest amount of change when viewed in this manner:

Pre-test	Post-test		Question
26%	13%	Agree	5. I do not have much to be proud of.
60%	49%	Agree	8. I wish I could have more respect for myself.

COMMENTS: By weighting each response from 1-4 points, progressively, for each improved level of self-esteem, it was found that the average score was 30.1 (out of a possible 40) for the pre-test and 30.5 for the post-test. Even though the average

score improved only a small amount in the post-test, responses to some individual questions showed encouraging growth.

5. A longitudinal case study of at least one student will be used to illustrate methods of counselors and individual success rates.

RESULTS: See Appendix H.

COMMENTS: Guidance Counselor Tom Weaver has provided an ongoing account of one of his students showing how he worked with student, parent, Social Worker and community agencies to provide timely and productive intervention.

6. There will be a comparison of the number of suspensions/expulsions from the 1991-92 school year to the 1992-93 school year, and disciplinary referrals by reason for referral.

RESULTS: Unfortunately, Out-of-School Suspensions increased by 10% during the 1992-93 school year as compared to the 1991-92 school year. Most of this increase occurred in the seventh grade which had 73 students suspended during the 1991-92 school year and 87 students suspended during the 1992-93 school year. On the other hand, Long-term Suspensions/Expulsions decreased 40%, from 25 down to 15 students. See Appendix J

7. There will be a comparison of school attendance for the 1991-92 school year to the 1992-93 school year.

RESULTS: Attendance improved greatly from the 1991-92 to 1992-93 school year. The average absence rate for 1991-92 was 7.33% while for the 1992-93 it was only 3.95%. This. along with the great reduction in the drop-out rate (14% in 1991-92 to 4% in 1992-93), indicates a positive change in attitude for the students. See Appendix J

8. There will be an examination of the outcome of students who participated in a structured small group compared to a group of students with similar concerns who are waiting to be in the group.

RESULTS: The Rosenberg Self-Esteem Scale was administered to 20 students involved in structured small groups and to 8 students waiting to join a small group. By weighting each response from 1-4 points, progressively, for each improved level of self-esteem, it was found that the average score for students al-

ready involved in a structured small group was 38.3 (out of a possible 40) whereas the average score for students waiting to get into a structured small group was 23.8 (see Appendix K).

COMMENTS: The results of this data indicated a great improvement (38.3) in the Rosenberg Self-Esteem Scale for those students involved in one of the structured small groups (Teen Leaders, Peer Counselors, Prep Kids and Academy Kids) over those waiting to get into a small group (23.8). This is also far higher than the average score of all students at the Phoenix Preparatory Academy (30.5). These data would seem to indicate the need for additional small structured groups.

9. The attainment of specified student outcomes, as a result of delivering the preventative guidance curriculum, will be evaluated.

EDUCATIONAL COMPETENCIES

Knowledge Students will:	**Attitude** Students will:	**Skill** Students will:
1.1 Differentiate between appropriate and inappropriate school behavior as defined by district and school rules.	Recognize the need for positive school behavior.	Use appropriate school behavior.

RESULTS: Each 7th & 8th grade student was given the Phoenix Preparatory Academy handbook and had class discussion of appropriate behavior. Parents had to sign off on the handbook, also.

1.2 Identify personal learning styles in educational setting.	Appreciate individual differences.	Utilize personal learning styles in educational setting.

RESULTS: Each 7th & 8th grade student identified their personal learning style (auditory, visual, kinesthetic) and learning modality (right brain, left brain) through two classroom activities.

1.3 Identify resources available in Guidance Center.	Identify significance of resources available for student use.	Demonstrate the use of resources available for School use in the educational setting.

RESULTS: Due to lack of space the guidance center was eliminated. Each family counselor informed students of materials available through the counseling department.

1.4 Learn studying and test-taking skills.	Recognize the importance of studying and test-taking skills.	Develop effective techniques for studying and test taking.

RESULTS: Each 7th & 8th grade student learned basic outlining techniques and studying skills through classroom guidance activities. Teachers also followed up using guidance curriculum materials.

1.5 Identify the benefits of educational achievement.	Appreciate the relationship of personal attitudes, beliefs, abilities, and skills to educational/vocational achievements.	Identify how skills taught in school subjects are related to careers.

RESULTS: Each 7th & 8th grade student received this competency through the Chicanos Por La Causa (CPLC) community based organization speakers. Following are some of the areas of concern:

An education is important because....

Student Responses: ...you can get a better job. ...I can accomplish something with my life. ...it provides the ability for success.

What do you need to get an education?

Student Responses: An open mind. Work hard. Set goals for yourself and stick to them all the way.

What are obstacles to getting an education?

Student Responses: Lack of motivation. Gangs, drugs. Goofing off in school.

1.6 Identify the process of responsible decision-making/ problem solving.	Assume responsibility for making personal choices for lifelong planning.	Develop skills in problem solving-decision making.

RESULTS: Each 8th grade student had classroom discussion and activities for problem solving. Only 7th grade students involved in support groups went over the decision making model.

CAREER COMPETENCIES

Knowledge Students will:	Attitude Students will:	Skills Students will:
2.1 Discover the relationship between educational achievement and career opportunities.	Acknowledge how basic skills learned in school relate to skills required in the work place.	Apply skills for locating, understanding, and using career information.

RESULTS: All 8th grade students studied and discussed the significance of mastering:

- the 'core subjects'
- reading
- math concepts & computation
- English usage
- physical & biological sciences
- social & political institutions

Each 8th grade student completed an exercise in which he/she wrote down one or more occupations dependent upon mastery of the core subjects.

2.2 Understand the relationship of specific occupations to broad career clusters.	Develop an appreciation for the wide variety of career opportunities.	Explore a career cluster using career information.

RESULTS: Due to delays in receiving and installing career materials including the computerized assessment and cluster exploration program, "Choices, Jr.", students were unable to explore career clusters. The guidance activities requiring student use of "Choices, Jr." has been rescheduled for the 1993-94 school year.

2.3 Understand how personal aptitudes, interests, and abilities influence career choices.	Develop an appreciation for how skills, interests, and aptitudes apply to career choices.	Complete an as assessment of their interests, aptitudes and abilities.

RESULTS: Each 8th grade student studied and developed his/her own skill listing. The skills emphasized were:
- personal management skills
- transferrable skills
- job specific skills

Once students generated their own listing of skills, they categorized each skill under one of the three types.

2.4 Understand how completion of high school prepares one for the future.	Appreciate the need for continuing education.	Complete an educational plan.

RESULTS: Each 8th grade student studied and discussed the value of a high school diploma. Students then were asked to write their career goal and to include how much schooling that career required.

Finally, each student registered for high school.

2.5 Understand how personal/ social skills relate to careers.	Appreciate how personal/ social skills relate to careers.	Complete a tentative career plan.

RESULTS: Each 8th grade student participated in four career seminars led by community representatives for each specific career (Career Days). As a followup, each 8th grade student studied and discussed important personal/social skills to success on the job:
- punctuality
- honesty
- getting along with others

Finally, using 2.4 (career goal), each student reaffirmed and/or wrote a new career goal.

PERSONAL/SOCIAL COMPETENCIES

Knowledge Students will:	**Attitude** Students will:	**Skills** Students will:
3.1 Recognize how respect for one's own culture and background can build self-confidence.	Develop an understanding and respect for self and others as unique individuals.	Develop an understanding of different cultures, lifestyles, attitudes and abilities.

RESULTS: Each 7th & 8th grade student developed an understanding of different cultures, lifestyles, attitudes and abilities through classroom guidance activities.

3.2 Develop interpersonal skills necessary for harmony in relationships with others.	Respect each individual's worth and dignity.	Demonstrate social skills, self-control, and respect for others.

RESULTS: Each 7th & 8th grade student experienced an understanding of different social skills, self control and respect for others through classroom guidance activities.

3.3 Understand developmental changes and expectations associated with different life stages.	Accept developmental changes/ expectations as a part of normal growth.	Identify developmental changes/ expectations associated with different life stages.

RESULTS: Each 7th & 8th grade student identified developmental changes/ expectations associated with different life stages.

3.4 Understand that acts of discrimination and prejudice are barriers to effective communications.	Appreciate unique differences of self and others.	Identify actions that represent discrimination and prejudicial behavior

RESULTS: Each 7th & 8th grade student received this competency through CPLC community-based organization speakers.

3.5 Know how drugs and alcohol affect oneself and others.	Appreciate how drugs/alcohol affect oneself and others.	Identify and assess consequences of alcohol/drug use.

RESULTS: Each 7th & 8th grade student received this competency through (CPLC) community-based organization speakers. Several speakers provided sessions on drug and alcohol abuse. Following are some of the questions asked:
"What is the most commonly used drug?"
"Which drug is most dangerous to the brain over long-term use?"
"Which drug has the highest potential for overdose?"
"What is chemical dependency?"
"Can low self-esteem lead to drug abuse?"
In addition, speakers emphasized the following:
-The three stages of alcohol and drug use and how to identify each.
-Things you can do to develop good self-esteem. (exercise, be creative, share your feelings, get a skill, get involved, get help)
-Things you can do when someone asks you to use drugs. (say no, suggest something else, question what your friends are doing)

COMMENTS: It seemed apparent that the students were provided opportunities to learn about each specified competency. Organized, consistent, comprehensive

data showing the attainment of specified knowledge, attitudes and skills by the students was not available. It is recommended that appropriate tools be developed for measuring these outcomes in the future.

10. A log will be developed and maintained that gives the number of:

individual students conferences (see Appendix L, Items 1, 2, 3,4,5)

parent conferences (see Appendix L, Items 1,2)

formal teacher contacts (see Appendix L, Items 1,2)

student observations requested by staff

conferences involving administration (see Appendix L, Items 1,2)

guidance lesson presentation (see Appendix L, Items 6, 7)

small groups (focus of groups) (see Appendix L, Item 8)

large group presentation to students (see Appendix L, Items 6, 7)

workshop/inservices presented to staff and/or community agency (see Appendix L, Item 9)

contacts (see Appendix L, Items 7, 8)

time devoted to system support services (see Appendix L, Item 9)

RESULTS: Counselors conducted a total of 3746 individual student conferences, 958 teacher conferences, 606 parent conferences, 497 administrative conferences, 57 psychologist conferences, 422 Social Worker and other conferences, and 292 group meetings (see Appendix L, Item 1).

COMMENTS: Available data indicate a great amount of time and energy was provided by the counseling staff in holding conferences and meetings with students, teachers, administrators and community agencies in order to provide these students opportunities not before so readily available to them. The seven counselors each conducted an average of 3 individual student conferences, .8 teacher conference, .5 parent conferences, .4 administrative conferences, .05 psychologist conferences and .2 group meetings **each** school day.

11. A guidance events calendar will be developed.

RESULTS: A Master Calendar was developed identifying in which quarter each competency would be addressed (see Appendix M).

COMMENTS: Each counselor was assigned to teach specific competentcies during each quarter. By the end of the school year, information about each competency had been presented.

12. Other Important Outcomes

Reference File for Parents

A manila envelope (see Appendix N) was imprinted (English on one side, Spanish on the other side) with suggestions, admonitions and information. It was suggested, for instance, that information which the parent should save in the envelope would include the school handbook/calendar, report cards, honor roll certificates, reports, standardized test reports, copy of birth certificate, and a copy of other important documents.

Educational - Career Portfolio

This portfolio (see Appendix O) is imprinted on four sides with space provided for noting the achievement of each competency, achievement test scores, education history, personal references, information for resumé, self-esteem notations and career choices. Pertinent paperwork can also be kept in the portfolio.

Competency Based Guidance Plan

A book was published (see Appendix P) which included all the details for implementing this program. It received an outstanding review from Dr. C.D. Johnson, Director of Johnson and Associates and one of the founders of Competency Based Guidance, who suggested the book be submitted to the ERIC/CAPS Clearinghouse for inclusion in their database. On October 29, 1992, the book was accepted and included in the ERIC listing.

Summary

The counseling staff at the Phoenix Perparatory Academy have planned well and implemented an outstanding guidance program for the 7th and 8th grade students attending the school. Students, teachers, administrators, some parents, and community agencies have worked together to provide help with the educational, career, and personal/social concerns of the students. Additional emphasis needs to be given to the parental component.

The counseling staff is to be congratulated on the publication of the handbook which outlines this program, "Comprehensive Competency Based Guidance Program." This program has exhibited much success.

Evaluation by ***EdConServ***, Del Bohlmeyer, Ed.S.

Appendix A

MISSION STATEMENT

The mission of the Phoenix Elementary School District #1 guidance program is to ensure that all students acquire educational, career, personal and social skills necessary to relate to self and others for constructive participation in society.

PHILOSOPHY

Counselors in the Phoenix Elementary School District #1 believe that all students will benefit from:

A guidance and counseling program that is based on the recognition of the dignity and worth of all students and their right to educational services.

A developmental guidance program that focuses on all students rather than just those who seek out counseling assistance.

Services that consider special needs as well as differences of special students.

Guidance program activities that shall be consistent with developmental curriculum that reflects desired student knowledge, attitudes and skills.

Access to full time, state certified school counselors.

Counselors that shall abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.

Training and retraining necessary for the purposes of supporting and enriching specialized areas of skill development and to contribute to professional growth of counselors.

A school guidance program based on a team approach involving school personnel, parent/guardian, and community members.

Guidance program activities that shall attempt to utilize the many combined resources of the community.

A school guidance program where the student, school personnel, and parent/guardian shall be involved in a cooperative effort to monitor ongoing progress of the student.

Appendix B

COMPREHENSIVE COMPETENCY-BASED GUIDANCE PROGRAM

A Comprehensive Competency-Based Guidance Program (CCBG) has been developed for the Phoenix Preparatory Academy. A CCBG program, by definition, is both comprehensive and outcome driven.

A Needs Assessment of 84 items was devised based on items gleaned from exemplary guidance program models throughout the United States. A student version (English and Spanish), a teacher version, and a parent version (English and Spanish) were administered to all Phoenix Elementary School District #1 6th and 7th grade students, to PESD #1 6th and 7th grade teachers, and to as many parents of 6th and 7th grade PESD #1 students as the counselors could access.

The Phoenix Preparatory Academy's CCBG Master Calendar which follows has been determined based on the results of the needs assessment activities. The needs assessment results were weighted with most emphasis for item importance ranked in the following order:

1. Teacher results
2. Parent results
3. Student results

Thirty-plus items were identified from the needs assessment. These thirty-plus items form the basis for the CCBG curriculum for the 1992-93 school year. These thirty-plus items appear as "class activities" on the CCBG Master Calendar. The other entries on the Master Calendar are counselor tasks which will be carried out by counselors or social workers through means other than "class activities".

Please see the following attachments:

1. Unorganized data from needs assessments completed by teachers.
2. A copy of the Phoenix Preparatory Academy's CCBG Master Calendar organized into:

   . Domain (E = Education; C = Career; PS = Personal/ Social)

   . Quarter of school year in which each task will be completed.

NEEDS ASSESSMENT - TEACHERS

School dress code	PS
Learn in afternoon	E
Like to study	E
Place to study at home	E
Organize time to get work done	E
Organize materials	E
Listen and ask questions	E
Take good notes	E
Taking tests	E
Study for tests	E
Help & encouragement from home	PS
Identify real problem	PS
Decisions affect future	PS
Accept responsibility for decisions	PS
Problems affect behavior - school & home	PS
Find information about careers	C
Interests & Abilities = Career Choices	C
Discuss Careers with parents & teachers	C
Written career plan	C
H.S. credits & graduation requirements	E/C
Know what trade school is	C
Plan to attend college	E/C
Help with job applications	C
Job interviews	C
Help in finding jobs	C
Know local job market	C
Learn what employers expect	C
Neighborhood pride	PS
Help with personal problems	PS
Understand changes of growing	PS
Respect people who are different	PS
Respecting others	PS
Daily school attendance	E
Punctuality	E/C
Working in small groups	E
Getting help with homework	E
Tips on test taking	E
School achievement = Future success	E/C
Feel good about success	PS
Value H.S. diploma	E/C
Relate subjects to future	E/C
Cultural pride	PS
Tolerance for other cultural groups	PS
Drug/alcohol awareness	PS
Self-Confidence/Self-Esteem	E/PS/C
State own ideas	E/PS/C
Know what's imp. to them	PS/C
Getting along = job security	PS/C
H.S. graduation = better job	C/E

PS = Personal/Social Domain

E = Educational Domain

C = Career Domain

E/C, E/PS/C, etc. = overlapping Domains

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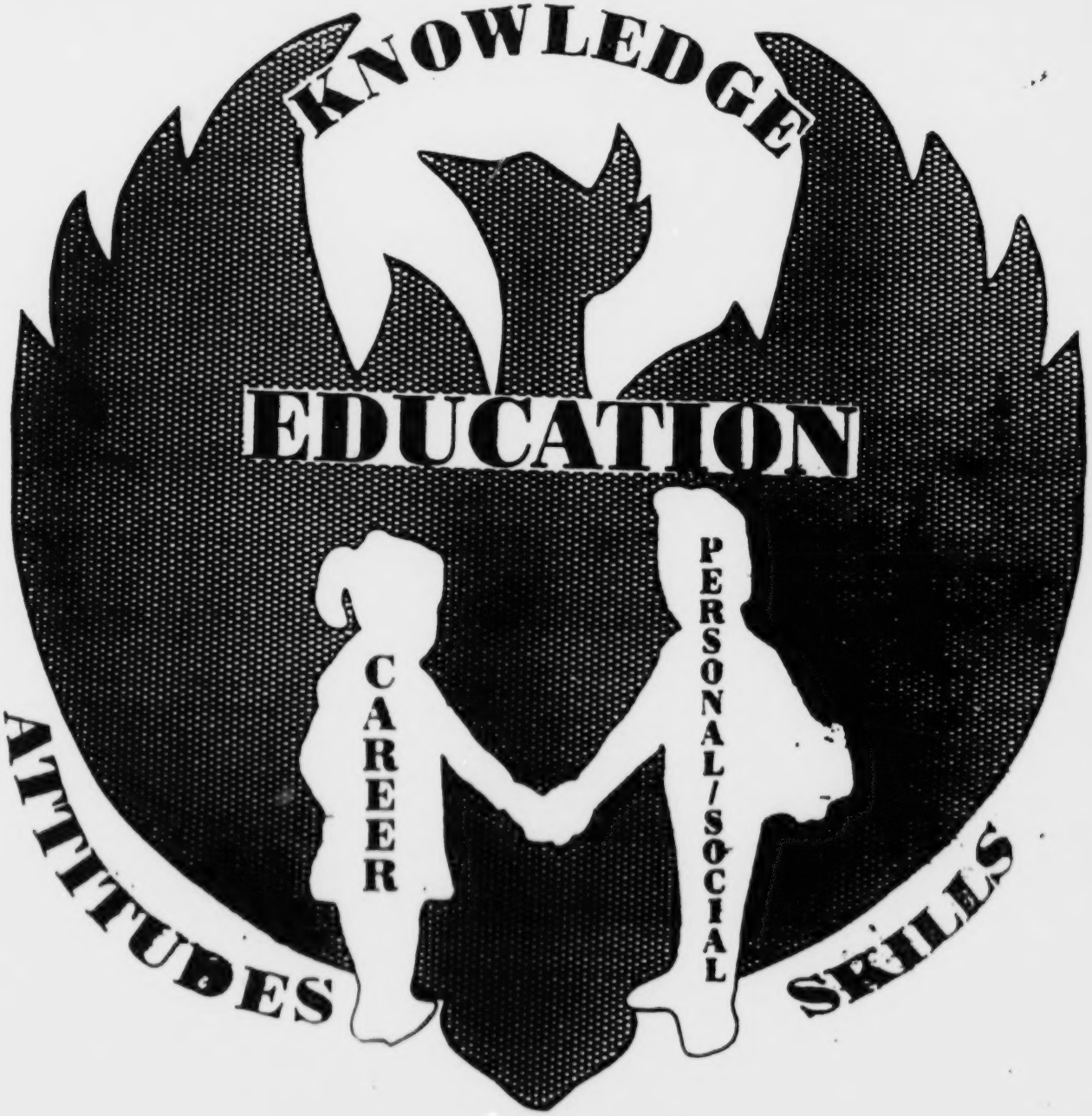
Competency-Based Guidance Program

Needs Assessment (Students)



Phoenix Elementary School District # 1

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
1. I understand why schools and buses have rules for good behavior.					
2. I understand the importance of being respectful to other students.					
3. I understand the importance of being respectful to all adults.					
4. I understand the importance of having a school dress code.					
5. I understand the importance of attending school daily.					
6. I understand the importance of getting to school/class on time.					
7. I work better alone.					
8. I work better in small groups.					
9. I learn better in the morning.					
10. I learn better in the afternoon.					
11. I learn better by looking at pictures.					
12. I learn better by listening to the speaker.					
13. I understand directions better when they are spoken.					
14. I understand directions better when they are written with examples.					
15. I study better when it is quiet around me.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
16. I study better when I listen to the radio/t.v.					
17. I like to learn by using a computer.					
18. I like to study.					
19. I do my homework regularly.					
20. I know where to get help with my homework.					
21. I have a special place for study at home.					
22. I know how to organize my time so I can get my studying done.					
23. I know how to organize my class and homework materials.					
24. I know how to listen and ask questions in class.					
25. I can take good notes.					
26. Taking tests makes me nervous.					
27. I know that proper eating and rest help me prepare for a test.					
28. I know how to take tests.					
29. I do better on multiple choice/true-false tests than on essay-type tests.					
30. I prefer answering test questions orally.					
31. I know how to study for a test.					
32. I could use some tips on how to take a test.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
33. I understand how achieving at school will relate to my future success.					
34. I feel good when I am successful at school.					
35. I understand that a high school diploma is important for future success.					
36. I understand how help with my studies and encouragement from home relate to how well I do at school.					
37. I know how to identify the real problem when I'm worried or upset.					
38. I understand how decisions I make now can affect my future.					
39. I usually make important decisions by myself.					
40. I know that others are usually affected by the decisions I make.					
41. I know how to accept responsibility for my decisions.					
42. There is usually someone around to help me when I have a problem.					
43. I usually don't let my problems affect my behavior at school.					
44. I usually don't let my problems affect my behavior at home.					
45. I know what careers are.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
47. I understand my interests and my abilities and how they help me make a career choice.					
48. I have discussed possible careers with my parents.					
49. I have discussed possible careers with my teachers.					
50. I have a career plan written down.					
51. I know about high school credits and graduation requirements.					
52. I know how school subjects such as math, reading, and science will help me in the future.					
53. I understand how completing high school will help me get a better job.					
54. I plan to graduate from high school.					
55. I know what a trade school is.					
56. I plan to attend college.					
57. I have had a part-time job.					
58. I could use some help in filling out job application forms.					
59. I would like to know more about interviewing for jobs.					
60. I could use some help in finding part-time and summer employment.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
61. I know what jobs are available in the local area.					
62. I know what employers expect of workers.					
63. I know that getting along with others is very important in getting and keeping most jobs.					
64. I know what is important to me.					
65. I have confidence in myself.					
66. I can state my own ideas.					
67. I am proud of my cultural backtround.					
68. I am proud of my neighborhood.					
69. I am proud of my school.					
70. I am proud of my accomplishments.					
71. I have friends from different cultural backgrounds.					
72. I understand how my thoughts and feelings affect my behavior.					
73. I know how to handle my problems or where to get help.					
74. I understand the physical, social and emotional changes of growing up.					
75. I accept and like myself, both physically and mentally.					

COMPETENCY	A		B		
For each statement, choose 1 answer for A and 1 answer for B.	Do you have this skill-knowledge?		How important is this skill-knowledge? 1) very important, 2) important, 3) not important.		
	Yes	No	1	2	3
76. I help with family responsibilities.					
77. I know some things that cause problems in families (moving, death, divorce, unemployment).					
78. I understand how my personal hygiene affects my relationships with others.					
79. I respect people even though they may be different.					
80. I accept people for who they are, not because of the color of their skin.					
81. I know what drugs and alcohol do to my body and my mind.					
82. I know what the school, police and courts do to students who do drugs and alcohol.					
83. I know where to get help for myself or a friend who has a problem with drugs or alcohol.					
84. I know how to say "NO" when friends or other people try to get me to use drugs or alcohol.					

Educational goals:

Students will identify the need for lifelong learning and acquire skills in decision-making so they may constructively deal with and contribute to society.

EDUCATIONAL COMPETENCIES

Knowledge Students will:	Attitudes Students will:	Skill Students will:
1.1 Differentiate between appropriate and inappropriate school behavior as defined by district and school rules.	Recognize the need for positive school behavior.	Use appropriate school behavior.
1.2 Identify personal learning styles in educational setting.	Appreciate individual differences.	Utilize personal learning styles in educational setting.
1.3 Identify resources available in Guidance Center.	Identify significance of resources available for student use.	Demonstrate the use of resources available for use in the educational setting.
1.4 Learn studying and test-taking skills.	Recognize the importance of studying and test-taking skills.	Develop effective techniques for studying and test taking.
1.5 Identify the benefits of educational achievement.	Appreciate the relationship of personal attitudes, beliefs, abilities, and skills to educational-vocational achievements.	Identify how skills taught in school subjects are related to careers.
1.6 Identify the process of responsible decision-making/problem-solving.	Assume responsibility for making personal choices for lifelong planning.	Develop skills in problem solving-decision making.

Career goals:

Students will explore and identify academic and vocational skills necessary for a productive and satisfying life.

CAREER COMPETENCIES

Knowledge Students will:	Attitudes Students will:	Skills Students will:
2.1 Discover the relationship between educational achievement and career opportunities.	Acknowledge how basic skills learned in school relate to skills required in the work place.	Apply skills for locating, understanding, and using career information.
2.2 Understand the relationship of specific occupations to broad career clusters.	Develop an appreciation for the wide variety of career opportunities.	Explore a career cluster using career information.
2.3 Understand how personal aptitudes, interests, and abilities influence career choices.	Develop an appreciation for how skills, interests, and aptitudes apply to career choices.	Complete an assessment of their interests, aptitudes, and abilities.
2.4 Understand how completion of high school prepares one for the future.	Appreciate the need for continuing education.	Complete an educational plan.
2.5 Understand how personal/social skills relate to careers.	Appreciate how personal/social skills relate to careers.	Complete a tentative career plan.

Personal/Social Goals:

Students will become skilled in effective interpersonal communication and become more aware of self and others.

PERSONAL/SOCIAL COMPETENCIES

Knowledge Students will:	Attitudes Students will:	Skills Students will:
3.1 Recognize how respect for one's own culture and background can build self-confidence.	Develop an understanding and respect for self and others as unique individuals.	Develop an understanding of different cultures, lifestyles, attitudes and abilities.
3.2 Develop interpersonal skills necessary for harmony in relationships with others.	Respect each individual's worth and dignity.	Demonstrate social skills, self-control, and respect for others.
3.3 Understand developmental changes and expectations associated with different life stages.	Accept developmental changes/expectations as a part of normal growth.	Identify developmental changes/expectations associated with different life stages.
3.4 Understand that acts of discrimination and prejudice are barriers to effective communications.	Appreciate unique differences of self and others.	Identify actions that represent discrimination and prejudicial behavior.
3.5 Know how drugs and alcohol affect oneself and others.	Appreciate how drugs/alcohol affect oneself and others.	Identify and assess consequences of alcohol/drug use.

Appendix C

Phoenix Preparatory Academy
Parent Orientation Meetings
May, 1992

Agenda

I. Welcome: Introductions

II. Slide Presentation on Phoenix Preparatory Academy Physical Plant and layout.

III. Outcome - Based Education

IV. Organization of students in "Families"

- Approximately 150 students per family.
- 5 core subjects.
- Families stay together for 2 years.

V. Exploratory Classes (electives)

VI. Length of school day

VII. Counseling Program

- 7 Counselors
- Comprehensive Competency Based Guidance

VIII. Discipline

IX. Transportation

X. Student Safety

XI. Summary: Questions & Answers

The Urban League presented 3 workshops to the 7th and 8th grade parents at Phoenix Preparatory Academy on dropout prevention. These were held in March and April 1993.

Also on March 24th, 1993 the counseling department co-sponsered Gang Awareness for PTO night.

Appendix D

PHOENIX PREPARATORY ACADEMY
COMPETENCY BASED GUIDANCE PROGRAM

PARENT EVALUATION

Please circle the response that best answers each question. Your answers will help us plan counseling services in the future.

1.	Has your child received counseling this year?	YES	NO	UNSURE
2.	If yes, does counseling help your child?	YES	NO	UNSURE
3.	Have you consulted the school counselor?	YES	NO	UNSURE
4.	Has the counselor shared information with you about your child?	YES	NO	UNSURE
5.	Has your child shared with you information he/she received from the counselor?	YES	NO	UNSURE
6.	Has the counselor helped your child with any problem?	YES	NO	UNSURE
7.	Does your child like school better this year than last year?	YES	NO	UNSURE
8.	Does your child study at home more this year than last year?	YES	NO	UNSURE
9.	Does your child know what career she/he wishes to pursue?	YES	NO	UNSURE
10.	Does your child understand the importance of doing well in school?	YES	NO	UNSURE
11.	Do you approve of the present counseling program at the Phoenix Preparatory Academy?	YES	NO	UNSURE

WHY? _____

_____

_____

_____

PHOENIX PREPARATORY ACADEMY
COMPETENCY BASED GUIDANCE PROGRAM

PARENT EVALUATION

Please circle the response that best answers each question. Your answers will help us plan counseling services in the future.

		YES	NO	UNSURE
1.	Has your child received counseling this year?	42%	58%	0%
2.	If yes, does counseling help your child?	47%	37%	16%
3.	Have you consulted the school counselor?	28%	72%	0%
4.	Has the counselor shared information with you about your child?	11%	79%	10%
5.	Has your child shared with you information he/she received from the counselor?	52%	44%	4%
6.	Has the counselor helped your child with any problem?	28%	62%	10%
7.	Does your child like school better this year than last year?	58%	21%	21%
8.	Does your child study at home more this year than last year?	61%	36%	3%
9.	Does your child know what career she/he wishes to pursue?	75%	14%	11%
10.	Does your child understand the importance of doing well in school?	96%	0%	4%
11.	Do you approve of the present counseling program at the Phoenix Preparatory Academy?	42%	16%	42%

Appendix E

STUDENT EVALUATION OF A MIDDLE SCHOOL COUNSELING PROGRAM

Instructions: Please circle the response that best answers each question. Your answers will help us plan counseling services in the future. Write at the bottom of this questionnaire any comments or suggestions you may have for improving the counseling program.

1. Do you know who your counselor is?	YES	NO	UNSURE
2. When you began in this school, did you feel welcomed?	YES	NO	UNSURE
3. Are you able to see the counselor when you want to?	YES	NO	UNSURE
4. Has the counselor met alone with you in a group?	YES	NO	UNSURE
5. Has the counselor met with you in a group?	YES	NO	UNSURE
6. Have you visited the Counseling Center to talk with the counselor this year?	YES	NO	UNSURE
7. Does the counselor come to your classroom and and present information with your teacher?	YES	NO	UNSURE
8. Does the school have a peer-helper program?	YES	NO	UNSURE
9. Does a teacher advise you about school and your educational plans?	YES	NO	UNSURE
10. Has the counselor shared information about test results with you?	YES	NO	UNSURE
11. Has the counselor shared information about jobs and careers with you?	YES	NO	UNSURE
12. Has the counselor ever talked with your parents?	YES	NO	UNSURE
13. Has the counselor helped you with any problem?	YES	NO	UNSURE
14. Would you recommend the counselor to a friend?	YES	NO	UNSURE

Additional comments or suggestions:

_____

_____

_____

PHOENIX PREPARATORY ACADEMY
STUDENT EVALUATION OF A MIDDLE SCHOOL COUNSELING PROGRAM

Instructions: Please circle the response that best answers each question. Your answers will help us plan counseling services in the future. Write at the bottom of this questionnaire any comments or suggestions you may have for improving the counseling program.

	YES		NO		UNSURE	
	Pre-	Post	Pre-	Post	Pre-	Post
1. Do you know who your counselor is?	53%	91%	39%	6%	8%	3%
2. When you began in this school, did you feel welcomed?	56%	60%	22%	17%	22%	23%
3. Are you able to see the counselor when you want to?	26%	60%	36%	19%	38%	21%
4. Has the counselor met alone with you in a group?	14%	43%	81%	51%	5%	6%
5. Has the counselor met with you in a group?	26%	39%	64%	55%	10%	6%
6. Have you visited the Counseling Center to talk with the counselor this year?	5%	29%	92%	67%	3%	4%
7. Does the counselor come to your classroom and present information with your teacher?	33%	72%	30%	16%	37%	12%
8. Does the school have a peer-helper program?	14%	27%	17%	16%	69%	57%
9. Does a teacher advise you about school and your educational plans?	62%	55%	20%	15%	18%	10%
10. Has the counselor shared information about test results with you?	6%	10%	83%	79%	11%	11%
11. Has the counselor shared information about jobs and careers with you?	9%	64%	80%	28%	11%	8%
12. Has the counselor ever talked with your parents?	3%	11%	86%	78%	11%	11%
13. Has the counselor helped you with any problem?	12%	48%	84%	46%	4%	6%
14. Would you recommend the counselor to a friend?	52%	70%	18%	14%	30%	16%

Appendix F

PHOENIX PREPARATORY ACADEMY
COMPETENCY BASED GUIDANCE PROGRAM

TEACHER EVALUATION FORM

Instructions: Please complete this form to help us assess the counseling program this year. Circle your responses to each question. Comments and suggestions for future program plans may be written below or on the back of the form. Thank you for your assistance.

1.	Does individual counseling help students?	YES	NO	SOMETIMES
2.	Does group counseling help students?	YES	NO	SOMETIMES
3.	Is the counselor available to all students?	YES	NO	SOMETIMES
4.	Does the counselor provide meaningful feedback to you about student progress in counseling?	YES	NO	SOMETIMES
5.	Does the counselor ask students for input into the counseling program?	YES	NO	SOMETIMES
6.	Has the counselor been available to consult with you when necessary?	YES	NO	SOMETIMES
7.	Does the counselor communicate effectively with students?	YES	NO	SOMETIMES
8.	Does the counselor communicate effectively with parents?	YES	NO	SOMETIMES
9.	Does the counselor follow through on referrals?	YES	NO	SOMETIMES
10.	Has the counselor presented guidance activities in class with you this year?	YES	NO	SOMETIMES
11.	Has the counselor provided materials and resources for you to use in classroom guidance?	YES	NO	SOMETIMES
12.	Has the counselor planned ways to help you integrate guidance into your daily instruction?	YES	NO	SOMETIMES

Other comments: _____

_____

_____

_____

_____

PHOENIX PREPARATORY ACADEMY
COMPETENCY BASED GUIDANCE PROGRAM

TEACHER EVALUATION FORM

Instructions: Please complete this form to help us assess the counseling program this year. Circle your responses to each question. Comments and suggestions for future program plans may be written below or on the back of the form. Thank you for your assistance.

		YES		NO		SOMETIMES	
		Pre	Post	Pre	Post	Pre	Post
1.	Does individual counseling help students?	79%	70%	7%	0%	14%	30%
2.	Does group counseling help students?	62%	55%	15%	0%	23%	45%
3.	Is the counselor available to all students?	58%	95%	21%	0%	21%	5%
4.	Does the counselor provide meaningful feedback to you about student progress in counseling?	64%	90%	14%	0%	22%	10%
5.	Does the counselor ask students for input into the counseling program?	43%	100%	21%	0%	21%	0%
6.	Has the counselor been available to consult with you when necessary?	85%	90%	0%	0%	15%	10%
7.	Does the counselor communicate effectively with students?	79%	95%	7%	0%	14%	5%
8.	Does the counselor communicate effectively with parents?	82%	89%	9%	0%	9%	11%
9.	Does the counselor follow through on referrals?	69%	95%	0%	0%	31%	5%
10.	Has the counselor presented guidance activities in class with you this year?	38%	85%	54%	5%	8%	10%
11.	Has the counselor provided materials and resources for you to use in classroom guidance?	58%	89%	42%	0%	0%	11%
12.	Has the counselor planned ways to help you integrate guidance into your daily instruction?	50%	79%	50%	5%	0%	16%

COMMENTS:

Counseling program is excellent. (3)
Counselor initiates dialogue and is always there. (2)
Counselor is very supportive. (1)
Students need career orientations. (1)
Had excellent classroom presentations. (1)
Counselor has been one of the biggest assets in a difficult year. (1)

Appendix G

ROSENBERG SELF-ESTEEM SCALE

INSTRUCTIONS:

Please read each item carefully and show how you feel about yourself by circling the symbol that describes you best. Use the following answer key to make your ratings:

△ = Strongly Disagree

○ = Disagree

⬠ = Agree

□ = Strongly Agree

		△ STRONGLY DISAGREE	○ DISAGREE	⬠ AGREE	□ STRONGLY AGREE
		(Circle One)			
1.	I am worth as much as others are.	△	○	⬠	□
2.	I have a number of good qualities.	△	○	⬠	□
3.	In general, I think that I am a failure.	△	○	⬠	□
4.	I am able to do things as well as most other people.	△	○	⬠	□
5.	I do not have much to be proud of.	△	○	⬠	□
6.	I take a positive attitude toward myself.	△	○	⬠	□
7.	On the whole, I am satisfied with myself.	△	○	⬠	□
8.	I wish I could have more respect for myself.	△	○	⬠	□
9.	I certainly feel useless at times.	△	○	⬠	□
10.	At times I think I am no good at all.	△	○	⬠	□

ROSENBERG SELF-ESTEEM SCALE

INSTRUCTIONS:

Please read each item carefully and show how you feel about yourself by circling the symbol that describes you best.

		Strongly Disagree	Disagree	Agree	Strongly Agree
		Pre-Post	Pre-Post	Pre-Post	Pre-Post
1.	I am worth as much as others are.	7% - 5%	10%- 8%	43%-36%	40%-51%
2.	I have a number of good qualities.	5% - 4%	6% - 8%	61%-58%	28%-30%
3.	In general, I think that I am a failure.	52%-48%	36%-42%	7% - 7%	5% - 3%
4.	I am able to do things as well as most other people.	5% - 2%	10%-13%	58%-58%	27%-27%
5.	I do not have much to be proud of.	43%-51%	31%-36%	20%-10%	6% - 3%
6.	I take a positive attitude toward myself.	0% - 4%	17%- 9%	53%-62%	30%-25%
7.	On the whole, I am satisfied with myself.	2% - 1%	10%-13%	55%-50%	33%-36%
8.	I wish I could have more respect for myself.	17%-19%	23%-32%	45%-36%	15%-13%
9.	I certainly feel useless at times.	25%-20%	33%-33%	37%-40%	5% - 7%
10.	At times I think I am no good at all.	43%-40%	18%-20%	29%-24%	10%- 7%

Appendix H

Longitudinal Case Study

E.N. began the 1992-93 school year in the 8th grade. Her homebase teacher was Mrs. Vega. Within the first few days after the start of the school year, Mrs. Vega referred E.N. to me, her counselor. Mrs. Vega's concern was that E.N. was moody, a loner, sported a radical hair style, and dressed very differently from her peers.

Prior to meeting with E.N., I read her cumulative folder. It was readily evident from the cum that E.N. had above average ability in all academic disciplines and that she had been an excellent achiever until her 7th grade year.

My first individual counseling session with E.N. was to get acquainted. She was very verbal, insightful, and we managed to establish a comfortable rapport. I told her that I would like to see her about once a week to talk about her progress and her interests. She readily agreed to meet with me.

During our second session, E.N. told me that her interests were heavy metal music, the group Guns & Roses, and some older boys. She also said that these interests were a point of continuing conflict with her parents as she shared a room with her mother and thus had no privacy to listen to her music or to talk on the phone. As we discussed the lack of privacy, she related that she rejects the Hispanic culture of her parents. She said that she wants to be identified with the "punker", "stoner" culture. This is very difficult for her to do in this inner-city, predominantly Hispanic environment.

Shortly after our second session, I received a phone call early one morning from E.N.'s mother. She told me that E.N. had (intentionally or unintentionally) taken an overdose of a prescription medication the previous night. I asked the mother where E.N. was this morning. Mother said E.N. was home. I asked where she, mother, was calling me from at that moment. Mother said she was at work. I told mother to go home immediately and that I would try to reach E.N. by phone and talk to her until mother arrived.

I called E.N. at home. She answered the phone. I engaged her in conversation until her mother got there. I then asked that she or her mother call me in one hour.

When an hour had passed and no one called me, I again called E.N.'s home. E.N. answered. She said she and her mother were deep in conversation and that she was all right. I told her I would call back in an hour or two. Later that day, I heard from the mother. I asked her if E.N. had attempted suicide. The mother wasn't sure, but she and E.N. were now talking about some things and she felt this would help. She agreed to let me know if I could help. I agreed to continue to see E.N. at school.

E.N. missed several days of school after that. When she returned, her appearance was startling. Her hair was shaved way above the ears. Her face was made up (painted) white. Her eyes were painted black. She stayed to herself in the morning. In the afternoon, she went to the nurse's office. When seen by the nurse, the nurse saw recent slash wounds on E.N.'s wrists. The nurse summoned me and Mr. Diaz, our Social Worker.

Mr. Diaz and I met with E.N. She was very uncommunicative. We called E.N.'s mother at work and asked her to come to the school to meet with us as soon as possible.

When E.N.'s mother arrived, we asked her about E.N.'s slash wounds. The mother was surprised. E.N. was sullen. We strongly advised that the mother take E.N. to the local suicide prevention counseling facilities at a local hospital. E.N. was angrily resistive to this, but the mother agreed.

E.N. was immediately admitted as an in-patient in the hospital. For the next three months, E.N. was in counseling as an in-patient. She continued to resist the counseling. Finally, one of the therapists diagnosed bi-polar disorder. The therapist prescribed lithium. It worked immediately and the diagnosis of manic depressive was confirmed.

Since the diagnosis and resulting medication, E.N.'s life has improved. She was able to complete her 8th grade requirements while in the hospital. She has established a positive relationship with her mother. She now has her own room at home. She is planning to attend the local high school in the fall. She, and her parents, are grateful that she and they now understand what was causing E.N.'s huge mood swings and her destructive behavior. They are grateful that she now has medication to help her cope.

Tom Weaver, Counselor

Appendix J

OUT OF SCHOOL SUSPENSIONS

1991-92	
7th grade	73
8th grade	100
TOTAL	**173**
1992-93	
7th grade	87
8th grade	104
TOTAL	**191**

LONG TERM SUSPENSIONS/EXPULSIONS

1991-92	25 students
1992-93	15 students

ABSENCE RATE

1991-92	7.33%
1992-93	3.95%

Appendix K

ROSENBERG SELF-ESTEEM SCALE

INSTRUCTIONS:

Please read each item carefully and show how you feel about yourself by circling the symbol that describes you best.

SMALL GROUPS

		Strongly Disagree	Disagree	Agree	Strongly Agree
		Pre-Post	Pre-Post	Pre-Post	Pre-Post
1.	I am worth as much as others are.	0%-10%	3% - 3%	30%-45%	67%-59%
2.	I have a number of good qualities.	0%- 3%	7% - 7%	48%-38%	48%-66%
3.	In general, I think that I am a failure.	67%-76%	26%-34%	7% - 7%	0% - 7%
4.	I am able to do things as well as most other people.	3% - 7%	7% -10%	33%-52%	52%-48%
5.	I do not have much to be proud of.	70%-83%	22%-21%	0%-10%	7% - 7%
6.	I take a positive attitude toward myself.	7% - 7%	3%-17%	41%-38%	48%-59%
7.	On the whole, I am satisfied with myself.	7%-10%	7% - 3%	26%-48%	56%-52%
8.	I wish I could have more respect for myself.	26%-52%	33%-21%	22%-31%	19%-24%
9.	I certainly feel useless at times.	19%-38%	22%-38%	48%-31%	15%-10%
10.	At times I think I am no good at all.	44%-55%	26%-38%	15%-17%	15%-10%

STUDENT GROUP INTEREST FORM

NAME _____ DATE _____
TEACHER _____ FAMILY _____

A support group is a safe place where you can talk and receive support for any concerns you have in your life. You will find that others have similar feelings and difficulties. All your feelings are OK and you will make friends with others in your group. Group will give you more information about your concerns and give tools to help you cope with your problem.

I am interested in becoming involved in :

_____ **DRUG AND ALCOHOL AWARENESS GROUP** This group is for students who have someone they love and care about who drinks or takes drugs too much.

_____ **DRUG AND ALCOHOL SUPPORT GROUP** This is for students who have experimented with alcohol and other drugs and who want to look at their drug use and how it may be affecting their life.

_____ **DIVORCE RECOVERY** This group is for students who have experienced or are expeeriencing a divorce.

_____ **FRIENDS** This group is for students who have difficulty making friends and keeping them.

_____ **RESPONSIBILITY** This group is for students who have problems at school or at home that may be caused by their lack of responsibility. (late to class, assignments not turned in)

_____ **THERE SHOULD BE A GROUP FOR** _____

Individual Counseling:

I would like to talk with the counselor one to one sometime about:

_____

I have a serious problem right now. I need to talk with the counselor very soon. ☐

BEST COPY AVAILABLE

Item 2

Appendix L

BEST COPY AVAILABLE

COUNSELORS REPORT

1992-1993

MONTH	INDV. CONF.	TEACH. CONF.	PARENT CONF.	ADMIN. CONF.	PSYCH. CONF.	OTHER/ SOCIAL WORKER	GROUP
SEPT.	164	60	28	32	2	24	
OCT.	407	91	70	91	11	36	
NOV.	317	110	126	33	11	22	
DEC.	333	84	43	68	3	30	
JAN.	503	96	78	59	14	50	
FEB.	451	95	59	24	0	16	69
MARCH	545	134	73	67	8	67	50
APRIL	525	172	52	61	6	82	81
MAY-JUNE	501	116	77	62	2	95	92

END OF MONTH REPORT

FIGURES FOR MAY/JUNE 1993

	INDV. CONF.	TEACH CONF.	PARENT CONF.	ADMIN CONF.	PSYCH CONF.	OTHER/ SOCIAL WORKER	GROUP
NATALIE	80	38	10	18	0	8	22
TOM	55	0	8	8	0	3	8
DAN	72	24	13	21	1	18	2
LINDA	60	25	5	10	1	10	0
KIM	98	29	17	5	0	14	35
JACQUIE	59	0	9	0	0	22	13
JOSE	77	0	15	0	0	20	12

INITIAL CONTACT BY COUNSELOR

NAME _____ FAMILY _____ HOMEBASE TEACHER _____

DATE _____ TIME: _____ to _____ COUNSELOR _____

I. INTRODUCE SELF AND COUNSELING SERVICES

II. BRIEF INTERVIEW

A. TELL ME A LITTLE ABOUT YOURSELF.

B. HOW ARE THINGS GOING FOR YOU?

C. ANY PROBLEMS?

D. TELL ME AT LEAST TWO GOALS YOU HAVE MADE FOR YOURSELF THIS SCHOOL YEAR

* E. NEED FOR CONTINUING COUNSELING OR FOLLOW-UP?

* Request by student or counselor judgement.

FIRST MEETING

I Identification

A. Name _____

B. Grade _____

C. Homeroom Teacher _____

II Brief Self-Introduction

III Presenting Problem

A. What brings you here? (What seems to be the problem?)

B. Have you talked to anybody else about this?

1. Have you talked to any other counselor/teacher about this?

2. Have you talked to any family members about this? Who?

3. Family background

a. Father _____
Occupation _____

b. Mother _____
Occupation _____

c. Other family (names/ages) _____
_____

d. Closest family/friends _____
_____

e. Misc. family information _____
_____
_____

IV Lethality

A. Who must be contacted, if problem is of a life-threatening nature.

V Summarize Problem

A. What I hear you saying is .... (additions/deletions)

B. Offer hope. (We'll work on this together).

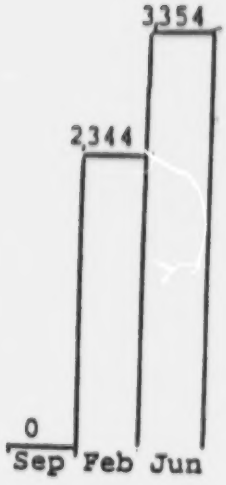
VI Where do we go from here?

A. What would you like to see done?

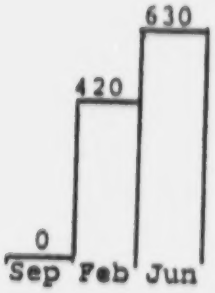
B. Set goals.

C. Set next meeting.

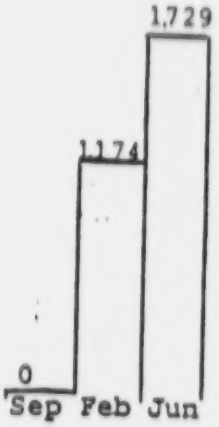
STUDENT INVOLVEMENT IN SCHOOL COUNSELING SERVICES AT PPA
(SEPTEMBER 1992 - JUNE 1993)



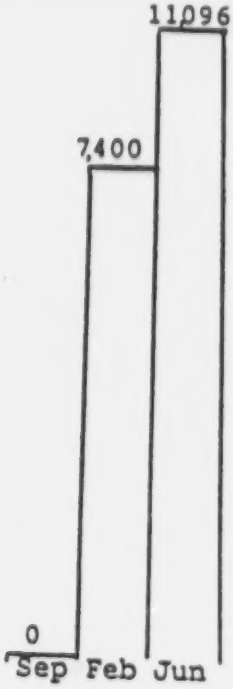
Individual Student Conferences\Crisis Counseling



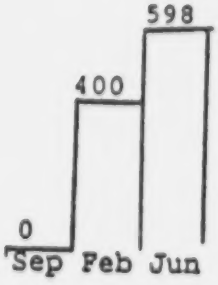
Parent\Counselor Conferences



Student Counseling Contacts Through Support Groups



Comprehensive Competency-Based Guidance Curriculum Contacts



Classroom Guidance Visits

PHOENIX PREPARATORY ACADEMY

SUPPORT GROUPS

NAME_____ HOMEROOM_____ GRADE _____

Please place a check in the space next to the groups you would like to sign up for this year. If you are interested in more than one group, place (1) for your first choice, (2) for your second choice.

Support groups will meet for one period each week. The group will meet the same period for 4 weeks at a time. You will need to see your teacher beforehand to make up work you will miss. A reminder/pass will be given to you to show your teacher. You will be notified about your group when your parent permission letter has been returned.

1. Learning About Myself and Others _____
   self-concept
   dealing with feelings
   problem-solving
   friendship and dating

2. Communication Skills _____
   listening
   how to express your thoughts and feelings
   good for shy people

3. Dealing with Loss _____
   stages of grief
   support from talking with others

4. Dealing with Divorce _____
   learn how to cope with a changing family

5. Coping with Drug Abuse _____
   Learn more about substance abuse and prevention.

6. Coping with Alcohol Abuse _____
   Learn more about the effects of alcohol and what you can do about it.

Individual Counseling:

I would like to talk with the counselor one to one sometime about:

_____.

_____ I have a serious problem right now. I need to talk with the counselor very soon.

Item 5

copy for Natalie Zattiero

Gang Awareness Speakers

May 4 - Antonio Hariss -New Turf 534-8873
8-3

May 5- A.T. Cuschmeer New Turf
8-3 534-8873

May 6- Officer Pete Ramos City of Phoenix P.D.
8-3 257-4850

May 7- Ric Salgado City of Phoenix P.D.
8-3 262-7331

May 11- Betty Brown Independence High School
8-3 435-6170

May 12- 8-11:30 Manny Murillo CPLC
12:30-3pm. Ray Buchanan City Fights Back

May 13- Karl DeLa Guerra Maricopa County Sherrif's Dept.
8-3 256-1895

May 14- Ken Franklin & Larry Harris Valley Chrisitian Center
8-3

Co-curricular / Social					
8:05 - 8:55	Break				
9:00 - 9:45					
9:50 - 10:30		Break			
10:30 - 11:40					
11:45 - 12:30					
12:30 - 1:20					
1:20 - 2:10	Break	Break			
2:10 - 3:00					

Notes

Speaker re Gangs prevention

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SPEAKERS SCHEDULE

1) Jules Levy Education Specialist
U.S. Army Recruiting B.N.
215 N. 7th St. #118
Phoenix, Arizona 85034-1012
254-1765
03/15/93 8a.m.-3 p.m.

2) Jóse Mendoza Coordinator Minority Services
Multicultural Affairs
6000 W. Olive Avenue
Glendale, Arizona 85302
435-3075
03/16/93 8a.m.- 12 p.m.

3) Ofelia Marin Director of Job-Placement/Career Planning
South Mountain Community College
7050 S. 24th St.
Phoenix, Arizona 85048
243-8330
03/23/93 8.a.m.- 3 p.m.

4) Irene Plata Detention Officer
Maricopa County Sheriff's Office
3325 W. Durango
Phoenix, Arizona 85009
256-1895
03/16/93 12:p.m.-3 p.m.

5) Molly Espinoza Customer Service Manager
Valley National Bank
2738 E. Washington St.
Phoenix, Arizona 85034
261-1998
03/17/93 8 a.m.- 3 p.m.

6) Littleton Elementary School District
Glenda Rios Director of Federal Programs
P.O. Box 280
Cashion, Arizona 85329
936-3333
03/19/93 8 a.m.- 12 p.m.
03/22/93 8 a.m.- 12 p.m.

7) Ms. Yolanda Olivierra Director of Special Language Programs
Murphy School District
2615 W. Buckeye Road
Phoenix, Arizona 85009
484-4071
03/24/93 8 a.m.-3 p.m.

8) Bill Padilla
Arizona Department of Education
Migrant Child Education Unit
1535 W. Jefferson
Phoenix, Arizona 85007
542-5138
03/22/93 12:00- 3 p.m.

9) Nate Martinez 03/18/93 8 a.m.- 3 p.m.
FF/MAX Realty
7600 N. 15th Street Suite 165
Phoenix, Arizona 85020

5-9

3/31/93
Emily -
for your info!
Wanny ☺

SPEAKERS FOR APRIL 13-23- 1993

1) April 13, Nava Jones - Clinical Director of Family Counseling
Friendly House 802 S. 1st St. Phx. 85003
8-3 257-1870

2) April 14, Laura Salaices Youth Counselor
Friendly House 802 S. 1st St. Phx. 85003
257-1870 8-3

3) April 15 Manny Murillo Drop-Out Prevention Coordinator
Chicanos Por La Causa Via de Amistad 1402 S. Central
8-12:30 257-5530

4) April 15 Sylvester White Education Specialist
Phoenix Urban League 1402 S. 7th Avenue Phx. 85007
12:30-3 254-5611

5) April 16, Ken Franklin & Larry Harris Prevention Program Facilitators.
Valley Christian Center 1326 W. Hadley Phx. 85007
8-3 253-3423
5163

6) April 19- Phoenix South Community Mental Health Center
1424 S. 7th Ave. Phx. 85007
Ms. Jane Fendelman Counselor for family Services
8-3 257-9339

7) April 20- Ms. Mary O;Connor Director of Program Services
Crisis Nursing 2711 E. Roosevelt Phx. 273-7363
8-3 273-7363

8) April 22 Trinidad de La Paz Program & Education Coordinator
Glendale Youth Center 5401 W. Ocotillo Glendale 85301
8-3 934-0419

9) April 23 Ms. Rosie Villegas-Smith & Maria Griffin
Prevention Program Facilitators
Valley Christian Center 1326 W. Hadley Phx. 85007
8-3

CAREER DAY - 8TH GRADE

APRIL 27, 1993

8:00 - 8:30 - 8th grade students report to homebase. Brainstorm possible questions for career speakers.
8:30 - 9:00 - Session I
9:00 - 9:30 - Session II
9:30 - 10:00 - Session III
10:00 - 10:30- Session IV

During regular homebase time - Complete speaker evaluation form.

SCHEDULE OF CAREER SESSIONS

TEACHERS	I 8:30 - 9:00	II 9:00 - 9:30	III 9:30 - 10:00	IV 10:00 - 10:
E. Wesson	Banking - 201	Lawyer - 204	Modeling - 202	Tourism -
W. Smith	Lawyer - 204	Modeling - 202	Tourism - 203	Banking -
R. Arredondo	Modeling - 202	Tourism - 203	Banking - 201	Lawyer -
B. Blunt	Tourism - 203	Banking - 201	Lawyer - 204	Modeling -
S. Thomas	Retail - 212	Engineer - 248	Paramedics - OUT	Utility -
J. Self	Real Est - 40	Sports - 39	Elec Media - 41	Funeral Dir -
G. Shiffman	Sports - 39	Elec Media - 41	Funeral Dir - 42	Para-legal
L. Ptacek	Elec Media - 41	Funeral Dir - 42	Para-legal - 48	Real Est
D. Schnoor	Funeral Dir - 42	Para-legal - 48	Real Est - 40	Sports -
O. Callahan	Paralegal - 48	Real Est - 40	Sports - 39	Elec Media
R. Vega	Nursing - 61	Lawyer - 60	Interpreter - 62	Airline Tch
M. Rojas	Lawyer - 60	Interpreter - 62	Airline Tch - 59	Management
A. Chavez	Interpreter - 62	Airline Tch - 59	Management - 43	Nursing -
R. Daley	Airline Tch - 59	Management - 43	Nursing - 61	Lawyer -
K. Hill	Management - 43	Nursing - 61	Lawyer - 60	Interpreter
J. Dean	Science - 241	Lawyer - 242	Law Enf - 244	Arts -
M. Campos	Lawyer - 242	Law Enf - 244	Art - 243	Science -

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J. Sanchez	Law Enf - 244	Art - 243	Sciences - 241	Lawyer - 242
C. Harper	Art - 243	Science - 241	Lawyer - 242	Law Enf - 244
K. Griff	Engineering - 248	Paramedics - OUT	Utility - CAF	Retail - 212
Annex 1	Paramedics - OUT	Utility - CAF	Retail - 212	Engineering - 248
Annex 2	Utility - CAF	Retail - 212	Engineering - 248	Paramedics - OUT

Career Day-Guest Speaker
April 27,1993- Phoenix Prep Academy

Sign-In Sheet

1) Alicia Jacobs-Interpreter _____

2) Teresa Arrieta-South Mt. C.C. _____

3) Bill Mosley-Channel 3 KTVK _____

4) Manny Cota-Sgt. Phx. P.D. _____

5) Maria Echevesta-1st Interstate _____

6) Michael Leyva-Director Office of Tourism _____

7) Patty Valdez-Art Director-Arizona Republic _____

8) Olga Fragoso-A.S.A.P. Para-Legal Services _____

9) Victoria Lucas-Minority Business Dev. _____

10) Alex Reynoso-TGR Engineering _____

11) Nivey Orona-Isana's -Assistant Director _____

12) Frank Solomon-Para-Medic _____

13) John Aguirre-Attorney _____

14) Tommy Espinoza-Espinoza Enterprises _____

15) Sylvia Moreno-St. Joseph's-Nurse _____

16) Barbara Rodriguez-Coca-Cola-Administrator _____

17) Gina Salvadra-Garrison-Model _____

18) Richard Rodriguez-American Heart-Technician _____

19) Jaime Contreras- Attorney _____

20) Bill Sanchez-Arizona Dept. Environmental Quality _____

21) Sandra Camacho-Fast Lane _____

22) Francisco Cuttieres- Attorney _____

23) Michelle Baldonado Bank One _____

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3/31/93

Drug awareness
effects of alcoholism

Emily -
for your info!
Manny

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8-3

Phoenix Elementary School District #1

Phoenix Preparatory Academy Parent Meeting

"Gang Awareness"

Guest Speaker:

Leon Roseboro

Program Specialist - Codoma

When: Wednesday, March 24, 1993

Where: Auditorium

Time: 5:30 p.m.

Refreshments

****

Junta de Padres de Familia

"Conocimiento Sobre Pandillas"

Orador Invitado:

Sonny Pena

Especialista en Prevención - Friendly House

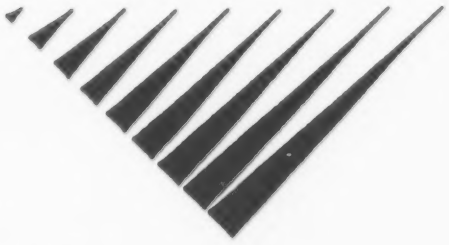
Cuando: miércoles 24 de marzo, 1993

Donde: Auditorio

Hora: 5:30 p.m.

Bocadillos

INTRODUCTION TO CONTROL THEORY AND REALITY THERAPY



Presented by:

Dell Bromiel
and
Lee Anna Simons

L 20 '73

HOMEROOM IS

A PLACE

to get help

to study

to see friends

to work with others

A TIME

for study

discussion

to develop friends

to develop social skills

to be involved..

PEOPLE

who care about you

who are a team

who work as a unit

to help one another

ADVISOR ROLE

1. To provide a safe environment in Advisee-Advisor Time.
2. To be an advocate for the student.
3. To model acceptance.
4. To get to know each student on an individual basis.
5. To conduct prescribed activities in the group advisement setting that fit stated student outcomes.
6. Top encourage students to participate in academic and extracurricular activities.

Please fill this form out and give to Anna. /

EVALUATION OF COUNSELORS

PRESENTATIONS: Voc. Ed. Mini Conference

VISITORS: Counselor & teachers from Westwind El. , Pendergast Dist.
Teacher from Cartwright Dist. , Depew
Janet Beale - program for U of Phoenix

NOMINATAIONS:

VIDEOS:

MISC: Teen pregnancy group from high school to address girls in family
Put together Crisis Team booklet + guidelines
Peer Counseling program

(Please fill this form out and give to Anna)

EVALUATION OF COUNSELORS

PRESENTATIONS: Project Prevention, Gang Presentation 5th

VISITORS: Chicago PD to Camp | Play Lyceum for

NOMINATAIONS:

VIDEOS: Independence HS. production

Counselor's video

MISC:

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(Please fill this form out and give to Anna.)

EVALUATION OF COUNSELORS

PRESENTATIONS: Az. Counselor Academy American School Counselor Assoc. natl. conference PESD Board presentation Phx. Prep faculty, Citizens Advisory Council, U. of Phx-Classes,

VISITORS: C. Diane Bishop, Supt [illegible]

Az. Middle School

NOMINATAIONS: ~~[illegible]~~ Counselor

VIDEOS: Video a program,

MISC: KFNN Radio Station - Critical issues -

Appendix M

MASTER CALENDAR

1ST QUARTER SEPTEMBER 8 - NOVEMBER 6

Ed.	Registration Activities
Ed. 1.2, 1.3	Orientation and rules
Ed. 1.4	Class activities to develop good work habits and study skills.
Ed. 1.2	Class and individual activities to discover individual learning style.
C 2.1, 2.5	Class activities to discover how attendance and punctuality relate to career opportunities.
C 2.3	Class activities to identify desired personal lifestyle and values and how they relate to career choices.
C 2.5	Class activities to discover how relating to others is important to job security.
P.S. 3.1	Class activities identifying similarities/differences in self and others.
P.S. 3.1	Class and individual activities identifying personal values.
P.S. 3.2	Class activities to learn to relate to others.
Ed. 1.5/C 2.1	Class activities to discover how school subjects are related to future success.
Ed. 1.4/P.S.	Identify academically at risk students.
Ed. 1.4/P.S.	Individual and group activities for academically at risk students.
Ed./P.S.	Public relations/Parent-Community
Ed./P.S.	Individual/Group Counseling
Ed./P.S.	Identify students for Student Assistance Program.
Ed./C/P.S.	Guidance Bulletin Board display of thematic unit.
Ed./C/P.S.	Peer Training/Supervision
Ed./C/P.S.	Outreach Services Team
Ed./C/P.S.	Spirit of 97 (phase 1)
Ed./C/P.S.	Peer Mediation Program/Training

MASTER CALENDAR

2ND QUARTER NOVEMBER 9 - JANUARY 29

Ed. 1.1	Class and individual activities to encourage students to follow rules.
Ed. 1.4	Class and individual activities to develop good study skills.
Ed. 1.4	Class activities to develop time management skills.
C 2.1, 2.3	Activities to learn how to state own ideas.
C 2.1	Class activities to learn how to find information about careers.
C 2.1	Career planning activities.
C 2.1	Career exploration activities.
P.S. 3.3	Class and individual activities to understand and accept self.
Ed. 1.4/P.S.	Identify 2nd quarter academically at risk students.
Ed. 1.4/P.S.	Individual and group follow up of academically at risk students from 1st quarter and 2nd quarter.
Ed./P.S.	Public relations activities/parent-community.
C 2.3/P.S. 3.3	Class room activities and assessments to identify individual interests and abilities.
C 2.3/P.S. 3.1	Class and individual activities to increase self-confidence and boost self-esteem.
Ed./C/P.S.	Peer Training Program Supervision
Ed./C/P.S.	Outreach Services Team
Ed./C/P.S.	Maintain Guidance Bulletin Board
Ed./C/P.S.	Identify students for Student Assistance Program.
Ed./C/P.S.	Peer mediation program

MASTER CALENDAR

3RD QUARTER FEBRUARY 1 - APRIL 2

Ed. 1.4	Class activities to develop good test-taking skills.
Ed. 1.6	Class activities for decision-making.
Ed. 1.5	Class activities to relate success in school to future success.
C 2.1	Individual educational planning.
C 2.4	Class activity to develop career plan.
C 2.1	Class and individual activities for career exploration.
P.S. 3.4	Class activities to break barriers of prejudice and discrimination.
P.S. 3.2	Class activities to increase interpersonal communication skills.
Ed. 1.4/P.S.	Identify 3rd quarter academically at risk students.
Ed. 1.4/P.S.	Individual and group follow up of academically at risk students from 1st, 2nd, and 3rd quarters.
Ed./P.S.	Individual and group counseling.
Ed./P.S.	Public relations/parent-community.
Ed./C/P.S.	Peer Training Program/Supervision.
Ed./C/P.S.	Identify students for student assistance program.
Ed./C/P.S.	Maintain Guidance Bulletin Board
Ed./C/P.S.	Outreach Services Team
Ed./C/P.S.	Spirit of 97 (phase II)
Ed./C/P.S.	Arizona School Counselor Association Conference - Tucson
Ed./C/P.S.	Cultural awareness activities.
Ed./C/P.S.	8th Grade transition to high school activities
Ed./C/P.S.	6th Grade transition and orientation to Academy
Ed./C/P.S.	School Counselor Week
Ed./C/P.S.	Peer Mediation Program

MASTER CALENDAR

4TH QUARTER APRIL 5 - JUNE 10

Ed. 1.4	Class and individual activities for test-taking skills.
Ed. 1.6	Individual and class activities for problem-solving and decision-making.
C 2.2	Career Exploration activities.
C 2.2, 2.5	Class activities to help students locate part-time jobs.
C 2.2, 2.5	Class activities to help students complete job applications.
C 2.2, 2.5	Individual activities to prepare students for job interviews.
P.S. 3.5	Class activities for drug awareness.
P.S. 3.5	Class and individual activities to help self and others recognize drug/alcohol abuse.
Ed. 1.5/C 2.1	Class activities to relate school to real life.
Ed. 1.4/P.S.	Identify 4th quarter academically at risk students.
Ed./1.4/P.S.	Individual and group follow up of academically at risk students from 1st, 2nd, 3rd, and 4th quarters.
Ed./P.S.	Public relations/parent-community.
Ed./P.S.	Individual and group counseling.
Ed./C/P.S.	Peer Training Program/Supervision.
Ed./C/P.S.	Maintain Guidance Bulletin Board
Ed./C/P.S.	Outreach Services Team
Ed./C/P.S.	Spirit of 97 (phase III)
Ed./C/P.S.	Multi-cultural Activities
Ed./C/P.S.	Guidance program evaluation
Ed./C/P.S.	Develop program goals and objectives for 1993-94
Ed./C/P.S.	Prepare student records for transition to high school
Ed./C/P.S.	Graduation Activities
Ed./C/P.S.	Peer Mediation Program

Appendix N

PHOENIX PREPARATORY ACADEMY
725 East Fillmore
Phoenix, AZ 85004

REFERENCE FILE FOR PARENTS

Educational Progress Documents
For Your Child's 7th and 8th Grade Years

The academic progress of your child is important to you, your child, and to the educators who work with your child. It is also important for you to note certain milestones of your child's school experiences. We expect that this Reference File will assist you to participate with your child and to share the joy with the educators who are a part of your child's growth each school year.

Dr. John R. Flores
Principal

NAME OF PUPIL _____ GRADE _____
COUNSELOR _____ HOME BASE TEACHER _____
PARENTS' NAME _____ ADDRESS _____
PHONE _____ _____

This file is designed to provide information that will help you become and remain an active partner and informed parent/guardian while your child attends school. Enabling your child to feel good about her/himself, successful learning experiences, and getting along with others are more likely to occur when the home and the school communicate on a regular basis.

Utilize this folder to:

* File important information about your child.
* Assist in monitoring your child's progress.
* Assist your child in the learning process.

INFORMATION TO STORE IN THE ENVELOPE:

____ School Handbook/Calendar (update yearly)
____ Report Cards (issued every 9 weeks each year)
____ Honor Roll Certificates
____ Interim Reports (distributed near the middle of each grading period.)
____ Reports of Standardized Test Results
____ Copy of Birth Certificate
____ Copy of Immigration Card (if applicable)
____ Immunization Records
____ Principal's Newsletters
____ Awards Received
____ Social Security Number
____ Post-High School Plan, Materials
____ Individual Guidance Assessment Results
____ Other Letters from School

TESTS TAKEN: Check when results are received

_____ Iowa Test of Basic Skills/Fall 1992 - Grades 7 & 8
_____ District Criterion Reference Test/Spring 1993 - Grades 7 & 8
_____ District Criterion Reference Test/Fall 1992
_____ Arizona Student Assessment Program/Spring 1993 - Grade 8 only

Welcome: Grades 7th and 8th are exciting, challenging, and rewarding for parents as well as for children. Become a part of your child's educational experience by communicating daily with your child about school to become familiar with the building, the staff, and the many resources available to your child. Welcome to your school community and best wishes for years of cooperative success and happy memories.

To the Parents: Your involvement in your child's 7th and 8th grade years makes the difference. Research overwhelmingly shows that achievement improves when parent involvement increases. Through your interest and support, your child realizes that you think school is important. Since you value it, your child also sees it as important.

Provide your child with opportunities for success by recognizing achievement, expecting your child to become an active learner, and respecting your child's efforts. Grades 7th and 8th are rewarding to parents when they see their children perform responsible behavior as they master academic and social skills. This is a time for cooperative adventures. It is exciting to participate in the educational process.
Become involved and experience the joys first-hand!

You are encouraged to:

* Attend orientation meetings.
* Visit school yearly during American Education Week.
* Volunteer time in the School.
* Call the teacher, principal, or cou[illegible] if you have questions or concerns.
* Attend Teacher-Parent conferences.
* Attend Back-To-School Night (Open H[illegible]
* [illegible]

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ACADEMIA PREPARATORIA DE PHOENIX
715 East Fillmore
Phoenix, AZ 8500-

ARCHIVO DE CONSULTA PARA LOS PADRES

El progreso educativo de su hijo/a es importante para usted, para su hijo/a, y para los educadores quienes trabajan con su hijo/a. Ademas es importante que usted note ciertos acontecimientos de la experiencia escolar de su hijo/a. Esperamos que este archivo de consulta le ayude a participar con su hijo/a y a compartir el gozo con los educadores quienes son parte del desarrollo de su hijo/a durante cada semestre.

Dr. John R. Flores, Director

NOMBRE DEL ALUMNO _____ GRADO _____
CONSEJERO/A _____ MAESTRO/A PRINCIPAL _____
NOMBRE DE PADRES _____ DIRECCIÓN _____
TELEFONO _____ _____

Este archivo es diseñado para proveer información que le ayudará a ser un participante activo y un padre/guardian informado mientras su hijo/a asiste a la escuela. La comunicación regular entre el hogar y la escuela resultará en que su hijo/a tenga mas confianza en sí mismo, en que tenga una experiencia escolar positiva, y en que se pueda llevar bien con otros.

Utilice Este Archivo Para:
- Guardar información importante acerca de su hijo/a
- Asistirle en vigilar el progreso de su hijo/a
- Asistir a su hijo/a en su progreso de educación

La información que se debe de guardar en este sobre:
____ Manual escolar/calendario (mantenga al dia anualmente)
____ Calificaciónes escolares periódicas (cada 9 semanas)
____ Certificados de la Lista de Honor
____ Informes provisionales (distribuidos a mediado del periodo de calificaciónes)
____ Informes de los resultados de Examenes Normalizados
____ Una copia del Acta de Nacimiento
____ Una copia de la tarjeta de inmigración (solo si aplica)
____ Hoja informativa del Director
____ Premios recibidos
____ Numero del Seguro Social
____ Información acerca del plan despues de la secundaria
____ Resultados de la evaluación del asesoramiento individual
____ Otras cartas enviadas por la Escuela
____ Datos de inmunización

EXAMENES TOMADOS: Marque cuando se reciban los resultados
_____ Iowa Test of Basic Skills/Otoño de 1992 - Para los grados 7 y 8
_____ District Criterion Reference Test/Primavera de 1993 - Para los grados 7 & 8
_____ District Criterion Reference Test/Otoño de 1992 - Para los grados 7 y 8
_____ Arizona Student Assessment Program/Primavera de 1993 - Para grado 8 solamente

Bienvendios! Los grados 7 y 8 son emocionante, desafiadores y recompensadores para los padres y los hijos. Hagase parte de la experiencia escolar de su hijo/a por medio de comunicarse diariamente con el/ella acerca de la escuela. Tambien participe en los eventos escolares siempre que se presente la oportunidad. Visite la escuela de su hijo/a para familiarizarse con el edificio, el personál y los muchos recursos disponsibles para su hijo/a. Bienvenidos a nuestra comunidad escolar y les deseamos años de exito cooperativo y recuerdos felices.

A Los Padres: Su envolvimiento durante los grados 7 y 8 de su hijo/a hace la diferencia. La investigación demuestra sin lugar a dudas que los hijos mejoran sus logros cuando la participación de los padres aumenta. Cuando usted demuestra interés y apoyo, su hijo/a reconoce que usted valora la escuela y la considera como algo importante. Esto resulta en que su hijo/a considere la escuela como algo importante tambien.

Dele oportunidades a su hijo/a de tener éxito por medio de reconocer sus logros, dejandole saber a su hijo/a que usted espera que el/ella aprenda activamente, y por medio de respetar sus esfuerzos. Los grados 7 y 8 son recompensadores para los padres cuando ven que su hijo/a demuestra comportamiento responsable mientras se adiestra en habilidades academicos y sociales. Este es el tiempo de aventuras cooperativas. Es emocionante participar en el proceso educativo. Experimente los gozos al hacerse participante!

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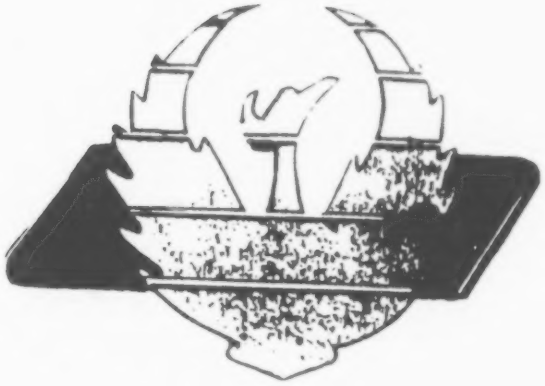
Se le anima a:
* Asistir a las reuniones de orientación
* Visitar la escuela anualmente durante la Semana de Educación Americana
* Dar de su tiempo a la escuela por medio de darse de voluntario/a
* Ponerse en contacto con la maestra/o, el Director, o el consejero cuando tenga preguntas o preocupaciónes
* Asistir a las conferencias entre maestr[illegible]ires
* Asistir a la Recepción General (Open H[illegible] principio del año escolar
* Hacerse miembro de las organizaciónes [illegible]adres y asistir a sus reuniones

Appendix O

PHOENIX PREPARATORY ACADEMY



COMPREHENSIVE

COMPETENCY BASED GUIDANCE

PLAN

GRADE 7-8

EDUCATIONAL - CAREER PORTFOLIO

Student Name_____ Student Number_____

Parents/Guardians Name_____ Census Number_____

Address_____ Social Security Number_____

_____ Birthdate_____

Emergency Contact_____ Graduation Date_____

Phone Home/Work_____ Student Signature_____

EDUCATION HISTORY
(Schools Attended Grades 6 - 12)

Name of School	Street Address	City	State	Zip	Years Attended

PERSONAL REFERENCES
(Ask permission before listing person's name)

Name	Relationship * (Teacher, Counselor, etc.)	Address	Telephone

FOR MY RESUME

Grade Level	School Clubs, Activites, & Offices Held	Awards, Recognition & Honors	Volunteer Work and/or Non-School Activites
7TH			
8TH			

My State Achievement Test Scores are:
Reading _____ Language _____ Math _____
My Reading Grade Level is: _____

7TH GRADE

Two things I like best about myself are:
1. _____
2. _____

Two things I would like to improve are:
1. _____
2. _____

Four words that best describe me are:
1. _____ 3. _____
2. _____ 4. _____

Four career areas I'm exploring are:
1. _____ 3. _____
2. _____ 4. _____

The career I'm most interested in is: _____

These school courses relate to this career:
_____ _____ _____
_____ _____ _____

[ ] Handbook Orientation
[ ] Study Habit Inventory
[ ] Learning Styles Assessment
[ ] Self-Esteem Inventory
[ ] Self-Directed Search

LOS ANGELES-CHICAGO-LOGAN, OH
HASTINGS, MN
ATLANTA-FORT WORTH-LOCUST GROVE, GA
U.S.A.

7TH GRADE

No. 2-153L

My State Achievement Test Scores are:
Reading _____ Language _____ Math _____
My Reading Grade Level is: _____

Two things I like best about myself are:
1. _____
2. _____

Two things I would like to improve are:
1. _____
2. _____

Four words that best describe me are:
1. _____ 3. _____
2. _____ 4. _____

Four career areas I'm exploring are:
1. _____ 3. _____
2. _____ 4. _____

The career I'm most interested in is: _____

These school courses relate to this career:
_____ _____ _____
_____ _____ _____

EDUCATION DOMAINS	COMPLETE	NOT COMPLETE	NOTES
1.1 Differentiate between appropriate and inappropriate school behavior as defined by district and school rules.			
1.2 Identify personal learning styles in educational setting.			
1.3 Identify resources available in the Academy Guidance Center.			
1.4 Learn studying and test-taking skills.			
1.5 Identify the benefits of educational achievement.			
1.6 Identify the process of responsible decision-making/problem solving.			
CAREER/OCCUPATIONAL DOMAINS			
2.1 Discover the relationship between educational achievement and career opportunities.			
2.2 Understand the relationship of specific occupations to broaden career clusters.			
2.3 Understand how personal aptitudes, interests, and abilities influence career choices.			
2.4 Understand how completion of high school prepares one for the future.			
2.5 Understand how personal/social skills relate to others.			
PERSONAL/SOCIAL DOMAINS			
3.1 Recognize how respect for one's own culture and background can build self-confidence.			
3.2 Develop interpersonal skills necessary for harmony in relationship with others.			
3.3 Understand developmental changes and expectations associated with different life stages.			
3.4 Understand that acts of discrimination and prejudice are barriers to effective communication.			
3.5 Know how drugs and alcohol affect oneself and others.			

Appendix P

• Johnsons and Associates •

June 22, 1992

Natalie Zeitlin, Counselor
1145 E. Belmont Ave.
Phoeniz, AZ 85020

Dear Natalie:

I have just finished reviewing your "Comprehensive Competency-Based Guidance Plan" for Phoenix Preparatory Academy. It is a beautiful piece of work. CONGRATULATIONS! I am very interested in meeting with you next June, if not before, to hear your description of what happened during the fall implementation.

I am also encouraging you to submit your program to the ACA '93 Convention. It will be a great addition. If you have the energies and funds, please consider also submitting it to the ASCA '93 conference.

Good luck and if we can be of any help, please call.

Sincerely,

Carl

C. D. Johnson, Ph. D.

• 12 Tuscany • Irvine, California 92714 • 714-263-8965 •

PHOENIX ELEMENTARY SCHOOL DISTRICT No. 1

1817 North 7th Street Phoenix, Arizona 85006-2152

(602) 257-3755
FAX (602) 257-3762

"Learners Today, Leaders Tomorrow"

June 25, 1992

The Governing Board

President
Ernest E. Nedd

Clerk
John M. Carpenter

Member
Samuel P. Ramirez

Member
Kay A. Torrez

Member
Bill H. School

Administration

Superintendent
Gladys Muñiz Hannon

Assistant Superintendent
Educational Services
Patricia A. Williams

Assistant To Superintendent
Personnel Services
Arthur H. Halley

Assistant To Superintendent
Pupil Personnel Services
Nancy S. Deweese

Executive Manager
Administrative Services
Marvyn V. Lackey

Kathy Bidelman
Assistant Director of Acquisitions
ERIC/CAPS Clearinghouse
The University of Michigan
School of Education, Room 2108
Ann Arbor, MI 48109-1259

Dear Ms. Bidelman:

Enclosed please find Phoenix Elementary School District #1's Competency Based Guidance Program for middle schools.

At the Arizona Counselor Academy, Mr. C. Johnson, one of the founders of Competency Based Guidance, suggested we submit this program for publication in ERIC's database. This was also received highly by other counselors in the state of Arizona as a very thorough and professional program. Dr. Tina Ammon, State Supervisor of Guidance and Counseling, is planning to submit our program for National recognition.

If there is any other additional information that you need from us, please let us know. We are looking forward to hearing from you regarding your decision on our program.

Sincerely,

Natalie Zeitlin

Natalie Zeitlin
Lead Counselor

NZ/kb

enc.

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P3

DATE: 10/29/92

FROM: ERIC/CAPS Clearinghouse

TO: Natalie Zeillin

RE: Phoenix Preparatory Academy
Comprehensive Competency Based
Guidance Program

The ERIC/CAPS Clearinghouse is pleased to inform you that your document has been accepted for publication in ERIC. Within five months you will receive a complimentary microfiche copy of your document, and notification of the ED number and issue of the abstract journal (RIE) in which it will be announced. Your temporary accession number will be: CG 024472.

If you have any other papers you wish to submit we would be happy to review them.

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